CHAPTER ONE

ESTABLISHING A DRIVER TRAINING PROCESS

Chapter 1

Establishing a Driver Training Process

The reference guide provides generic information and guidelines for establishing a new driver training process or evaluating a current one. As a state standards setting agency or training administrator, success in implementing an effective and legally defensible program depends in part on the review and analysis process. As previously indicated in the Preface, state and local conditions vary dramatically and have to be carefully considered when contemplating changes. The contents of this reference guide should not be adopted without an analysis of every component of the existing training process.

The process for reviewing this guide and analyzing the current training process in comparison is a four step approach. Read through this entire chapter, then proceed with the step-by-step process.

Preparation

Commit the current training process to writing, if it isn't already, for two reasons. One, every staff member will then be operating from the same basis of information and understanding. Two, working through the steps as outlined in this Chapter will provide something concrete to refer to and to modify as necessary.

Reading And Notations

Read chapters 2 through 5 and the appendices and compare them with your current process. Make whatever notes you wish regarding any deficiencies, content areas not included in the current course, questions that need to be answered, and so forth.

Analysis And Comparison

Return to this chapter and follow the detailed review and analysis sequence. This time you should be making more detailed notes about technical aspects. These notes will serve as the foundation for memos and letters you will be generating to institute any changes you want to make.

Planning To Implement Changes

Define the changes that need to be made and draw up a plan including a timetable for implementation.

STEP 1 - PREPARATION

Need For Documentation

There is a need to document the training being provided. Complete and accurate documentation can serve a number of purposes. It can provide information to new staff members as well as refresh the memories of current staff members. It can be used in criminal and civil court cases to defend the training as effective and valid. It can also be used to gain a commitment from law enforcement agencies and the political community.

There should not be any expectation of support from others if the cost effectiveness of the training course can not be proven or demonstrated. The same information needed to identify the training problem or problems that need to be addressed can also serve as a basis for comparison later on to assess the effectiveness of the training.

The training process, which includes the selection and training of instructors, the course content, the evaluation of the students and other components should be recorded in a standardized format. It should be of sufficient detail to allow a qualified, objective person to evaluate it and to administer any part of the process, including the presentation of the training. They should have no difficulty in determining the level and quality expected.

Define The Problem

The first step in designing training is to define the problem to be addressed. Is there a written description or statement of the problem to be addressed by driver training? If not, one should be prepared. It should describe the entire problem, not just that portion that is to be addressed by training. It should detail the number of collisions over a five or ten year period, the type and severity of vehicle crashes, whether the collision rate is increasing or decreasing since driver training was instituted, what agencies should be doing but are not doing, and any other facts that will assist in pinpointing the problem(s) and the solution(s).

If the definition of the problem contains sufficient detail, it will be useful in responding to the questions that will be raised throughout the process. It will also serve as a basis for evaluating training and can be used to convince others of the need for action or funding as well as other purposes.

The Purpose Of The Training

What is the purpose of the current driver training course? Is it to teach basic driving skills, develop new or higher level driving skills, develop attitudes not normally possessed by recruits, reduce collisions, or something else? The purpose can be one or all of these. Although it is easy to say "all of these", it is difficult to design a course that will address all of them effectively. Each of these purposes requires

much thought and research. If you want the course to have credibility, should it be challenged, be cautious in stating the purpose of the course. The following are some of the things to be considered.

Collision Reduction

Liability suits involving driving are a lot like liability suits involving firearms. The courts react the same way, and so do law enforcement agencies. In both types of cases the reality is that the cause for the judgment revolves around three points: violation of law, poor judgment, or violation of agency policy. Accuracy with a firearm or skill in making a maneuver with a vehicle is seldom the issue. However, when it is a highly publicized case resulting in a potentially large monetary award, the usual response of law enforcement agencies is to develop new range exercises designed to teach and test accuracy, not judgment and decision-making.

Improper Attitudes

Improper attitudes can cause poor judgment and poor judgments lead to poor decisions. If one of the purposes of the training is to change attitudes, is there any data or other proof to show that a certain attitude exists, to what extent it exists, and what type of officer has this attitude?

What Are The Facts?

In all probability you don't have the information pertaining to collisions because most law enforcement agencies don't keep crash statistics, the information they do keep is incomplete for making training decisions, or they are reluctant to release the information. This conclusion is based on the results of the 1986 IACP survey to determine the economic loss to law enforcement agencies created by agency motor vehicle collisions.

Due to a low rate of survey returns the utmost caution must be used in viewing these statistics. However, it appears that law enforcement driving is a serious matter. The median collision rate per million miles for state police and highway agencies is 6.42 but 31.75 for large metropolitan agencies. The national average as reported by the National Safety Council for all drivers is 9.51 per million miles for 1986.

For a more accurate comparison to determine if the collision rate is excessive, use your state's collision figures. A highway patrol collision rate should be compared with the crash rate for rural areas. The collision rate for a local agency should be compared to the collision rate of the general population in that agency's jurisdiction. Comparisons can also be made between similar agencies.

Driver training is a complex task. Extensive informational and expert input is necessary to the success of the review and analysis process. Information from law enforcement agencies in the form of survey

results and commentary on vehicle collision experience and driving problems should be assembled. This will require the development of survey instruments that will capture the necessary information. Information is also needed on the existing driver training course(s) for recruit and in-service personnel. There is need to define the purpose of the existing course(s).

Is it to teach basic driving skills, develop new or higher level driving skills, develop attitudes not normally possessed by recruits, reduce collisions? There should also be a description of the course(s). Technical expertise should be obtained from driver training instructors, training administrators, and outside sources that have the qualifications of an expert in driver training.

Do Not Try To Justify A High Collision Rate Without Facts

A higher police collision rate can not be justified simply because law enforcement drivers get involved in emergency runs, high speed pursuits, and other activities not faced by the general public. The limited information available does not indicate that the majority of police collisions occur under these unusual circumstances. On the other hand, the general population includes chronic violators, intoxicated drivers, immature teenagers, and other types of high- risk drivers.

Without facts, no attempt should be made to say that the comparison of statistics of police drivers and all other drivers is unfair. In the absence of good record-keeping by law enforcement agencies it is these kinds of unrelated facts that are being used by insurance companies and defense attorneys to create doubt or a false impression.

Develop Profiles

In order to justify the decisions as to what defines training standards, there should be a profile of the drivers and a profile of the collisions. The driver profile can show if there is a need to modify selection standards. It will show which units in an agency need more training or different training. It will also alert an administrator to the need for and frequency of refresher training. A collision profile will show how, when, where, and under what circumstances collisions are happening. Officers on general patrol may need different training than those in a traffic unit. Officers doing investigative or surveillance work may require yet a different kind of training.

Matching The Content To The Problem

What is the primary purpose of the course? Is it to teach the student how to avoid getting into a situation that may result in a collision or near collision? Or is it to develop skills in getting out of a possible collision situation?

In looking at the content of the course, what appears to be the most critical aspect as far as achieving the stated purpose(s)? Is it teaching the driving maneuvers in the classroom and on the range? Is it the instruction of safe driving habits to avoid or minimize being involved in a potential collision situation: use of the seat belt, mirrors, space management and similar factors?

Does the content, time allocated, and the documentation support the purpose of training? That is, if it is supposed to be changing attitudes what is being done to change attitudes other than just mentioning them? If the purpose is to teach how to make good judgments and decisions in difficult situations, are there exercises that require decisions or are they all preplanned? If the training is supposed to reduce collisions are there statistics available on what causes police collisions? Are there statistics to show that training has or has not reduced these types of collisions?

Evaluation

Is there an evaluation process that evaluates the training at three distinct levels: learning in the classroom, transfer of learning to the job, and if there has been improved job performance because of learning? Describe the evaluation process for each level and how the information is used to alter the training.

Matching Priority To Criticality

Considering the criticality of driver training and the current status of all other training, does it have the proper priority for finances, time, instructor qualifications, adequate facilities and course revision?

The Part Played By Training

There may be a number of solutions to the problem(s) associated with driving and training may be only one of them, or it may be only a part of the solution. The selection of recruits with a good driving record rather than those with a poor record could be a less expensive solution. The enforcement of existing driving policy and procedures through supervision, objective investigation of collisions with fair, impartial and consistent corrective action are other possibilities. Concentrate on the part of the problem that is to be addressed by training. At the same time make administrators aware of what remedies are available that you have no authority to implement.

Making Agencies A Part Of The Process

Is training viewed by law enforcement administrators as the only or primary means of improving driving performance? Not all training is completed in a training environment. For example, circumstances and time do not always permit an instructor to observe if the students can drive safely while performing patrol observations. Time does not permit the instructor to observe a student's performance during several hours of driving to see if the student maintains proper space management practices.

How are administrators made aware of what training is addressed, what level of expertise is achieved, and to what extent an agency is responsible for completing the training? How are administrators made aware of the responsibilities for promoting safe driving: selection standards that measure the ability to make good judgments; agency policy on driving; supervision; corrective or disciplinary action for those who do not comply with policy or use good judgment; adequate vehicle maintenance?

Staff Involvement

To increase the level of the analysis, give some consideration to having staff members go through this process individually before meeting to discuss the findings as a group. Each person involved should have an unmarked copy of these guidelines to work from.

This will give every staff member the opportunity to think through each issue at a comfortable pace. It will prevent them from being influenced by the answers of others before they have had an opportunity to formulate their own answer. It also requires them to take a position by committing their responses to writing. The writing need not be extensive, just enough for their own reference.

They have an opportunity to identify or gather evidence to support their conclusions and position. When the staff meets as a group there will be less tendency to make a statement or to argue against a statement without having given the issue some prior thought and consideration. This should result in a critical and objective assessment of the training that currently exists and what type of training should exist.

Analysis - Step 1: Preparation

As a result of your analysis you should have the following information in written form:

1. Describing the law enforcement driving problem

2. Detailing what part of the problem is to be addressed by training

3. Listing what part agencies are to play in solving the problem

4. Describing how agencies are made aware of their responsibilities

5. Explaining the purpose of the training

6. Describing to what extent the current content matches the problem statement and the purpose of the training

7. Describing to what extent the priority for resources matches the criticality of the problem

8. Describing the instruments that evaluate the training at three distinct levels: classroom, transfer of learning to the job, and the impact the training has had on job performance

9. Describing how the staff is to be involved in the review process

10. Listing content experts from outside the organization and vocational education specialists who will be involved; if names aren't available, list what their qualifications should be

11. Listing who is responsible for coordinating inputs and making final decisions for each of the above areas

STEP 2 - READING AND NOTATIONS

Read Chapters 2 through 5 and the appendices and compare the process described there to your current process. Be sure to review Appendix A-1 and A-2 before you begin and whenever you are in doubt about terminology. Make whatever notes you wish regarding deficiencies, content areas not included in your current course, questions that need to be answered and so forth. These notes should be referenced to either the pages of the guidelines or current documents as you will be examining these issues in more detail later on. In addition to determining if it is complete and adequate to meet the driving requirements of the officers in your state, determine if the current process is properly documented.

Analysis - Step 2:- Reading and Notations

As a result of your analysis there should be in writing:

1. Notations for each chapter and appendix

2. A listing of current terminology and definitions that need to be revised or examined in closer detail

3. A listing of obvious deficiencies in content, exercises, evaluations, resource materials, and instructor qualifications

4. A listing of who is responsible for coordinating inputs and making final decisions for each of the indicated areas

5. A listing of the due dates for finalizing information in each of the preceding areas

STEP 3 - ANALYSIS AND COMPARISON

Introduction

So far the chapters and appendices have been read. Any differences in terminology have been clarified by referring to Appendix A. The current driver training process should have been compared to the guidelines to verify that it addresses the purposes and goals and that the process is complete and adequate in all aspects. While doing this, notations should have been made regarding such things as missing pieces, things that could be done better, things that are in doubt and so on. This may have resulted in a new perspective of the current training, or at least an up-to-date one.

Now it is time to go back to analyze each component to clarify or verify your initial reaction and plans for change. Is the current process properly documented, and is it complete and adequate to meet the driving requirements expected of law enforcement officers in your state? If the current level of the training process is not satisfactory, incorporate the information as presented in this Guide, or modify it to suit the situation.

As your current process is compared with the information listed here, don't think of this as a check off list to determine if you have or don't have something. Look at the information as a brief outline of a concept. There should be enough information for you to understand the concept. Visualize the concept that is being described and think of all the details and actions that would be required to make it work. Think of the benefits that could accrue and the safeguards that would be in place by using this process rather than your current one. If the results are more favorable, make a notation to adopt it.

Questions

In the case that all the questions that need to be answered were not raised by the initial reading, some have been developed for possible inclusion here. Following the questions are narrative statements that relate to some factors that should be considered in answering the question. In the interest of brevity, the narrative is limited to raising awareness from a different point of view or to providing information you may not have.

The answer to all questions, including those listed for each of the chapters as well as any that were raised during the initial reading, should be put into writing. This will minimize the possibilities for misunderstanding and will allow the responses to be edited as new information is obtained. The importance and relationship of one answer to others becomes clearer when you can compare written descriptions or statements.

In answering some questions, there may be a number of responses. If so, rank them in order of priority or value. Do not take the easy way out and say that they are equal. In the long run this will help in sorting out subconscious values that may be influencing decisions or standards. For example, if a group of staff members were given an exercise in which they were provided with some information and told only one person could be rescued and all others would die, which one would it be? If the exercise were written so all appeared equal, would all staff members select the same person? Maybe, maybe not. If they did, it would probably be based on different value judgments. In either case, everyone will find out the value judgments of other staff members.

Define The Problem

A problem statement or description was developed during Step 1. Having reviewed the chapters and appendices has the statement or description changed? Have the changes been put into writing?

State The Purpose Of The Course

Has the purpose(s) of the training course changed? If yes, has the revised purpose been put into writing? Restate this purpose as an instructional goal(s).

The Part Played By Training

Is the part played by training to remain the same? If not, has the change been put into writing?

Making Agencies A Part Of The Process

Are there any changes in the type of involvement that is expected from law enforcement administrators? Are facts being gathered to support the need for change? Has the change been put into writing? When and how are the administrators to be notified of the changes?

Summaries of Chapters and Appendices

The following summaries of each chapter and appendix are provided to aid in your analysis of your present driver training process with the information contained in the guidelines.

1. Comparing And Contrasting - Curricula (Chapter 2)

Now that a general comparison of the content of the present training and that found in Chapter 2 has been made, it is time to make a closer examination.

These guidelines are general in nature, since they have to be useful to a variety of users. Some agencies have staffs that are highly skilled in the provision of law enforcement driver training. Others do not have this luxury. The level of instructor experience and training and the manner in which the training is carried out is also very diverse. Consequently, the key controllers of the content, the objectives, have been formatted as learning objectives and each objective addresses only one issue.

Reformatting Objectives

The Glossary of Terms in Appendix A-2 defines a learning objective as a *general statement that describes what a learner must be able to do. The conditions and criteria for evaluating the performance are not defined.* To ensure that the content of a specific course is what is really desired, the learning objectives must be converted to performance objectives. A performance objective is defined as a *written statement describing an intended outcome in terms of student performance.*

So that there is no doubt about the level of the intended performance, the objective should be measurable. The definition of a measurable objective is an *objective that describes (1) performance expected of the student, (2) the conditions under which the performance is expected to occur, and (3) the criterion for judging whether the performance is acceptable.*

Let's Begin

So far the problem to be addressed by the training has been defined, a decision has been made on what the course should accomplish, the instructional goals have been set, the difference between learning objectives and measurable performance objectives is understood, and the objectives have been derived from the goal statement(s). Everything is committed to writing. It is time to make some additional judgments and decisions. In the interest of brevity, measurable performance objectives will be referred to as objectives.

Course Goals And Objectives

Do the objectives address the written goal(s) for the course? If there is only one goal do all the objectives address that goal? Should there be more objectives to make it complete or should another goal(s) be added? If there is more than one goal, some objectives will address one goal and other objectives will address the other goal(s). Do the objectives match the training needs that were identified? This is a critical question. All too often objectives address only the physical actions or call for memorizing facts such as, "Name the factors that…." If you will look back at the problem statement and see something to the effect that a large percentage of crashes are being caused by officers using poor judgment and or making poor decisions, your objectives need to reflect this. The students must be held to a higher level of accountability than just naming the factors. Students must be able to demonstrate good judgments and decisions when confronted with certain job-related situations.

Are the objectives measurable? They should describe the performance that is expected, the conditions under which the performance will take place, and the criteria for judging whether the performance is acceptable.

Do the objectives require hands-on training for physical performance skills? If an objective allows a person to describe rather than demonstrate how they would initiate, conduct, and terminate a pursuit, it is not an adequate objective. For example, a drama critic could describe how a certain scene should be played and he can even describe what an actor is doing wrong. However, this does not mean that the critic could adequately act out that scene.

If a student were to master all of the objectives, would that student be able to perform the driving task to your satisfaction? If the answers is no, then rewrite the objective or write additional objectives.

Is The Content Addressing The Objective?

Does the content of the current course relate to the objectives. Assuming that the goals address the purpose of the training and the objectives address the goals, the next step is to make sure that the content addresses the objective. Driving is a skill that every licensed driver is presumed to have. This level of skill is adequate for addressing the usual driving requirements.

However, there are additional skills and higher skill levels required to drive on patrol, respond to emergencies, and pursue a person who is attempting to elude detention. In patrol driving, for example, the driver needs to learn how to drive and perform police functions at the same time. In patrolling, the driver's vision is scanning a large area that goes beyond the roadway, and attention is not focused on just driving. An officer must listen to and operate the radio, look for wanted vehicles and persons, and do countless other police-related tasks. Assuming that there is an objective addressing patrol driving, what is being taught that specifically relates to patrol driving?

Content should match the objectives. There should not be any additional content that does not address an objective. Either eliminate the content, expand an objective, or add a new objective.

The Legal Instructor

Who will teach the criminal and civil laws? If it is not an attorney, how does that person remain current? Does that person know how to read and interpret court cases? Does that person have access to the various legal cases cited in Chapter 2, Module 1? Is the legal presentation going to be based on the cases cited in Module 1 or on cases arising in your state's courts? The cases cited that are not from your state, your Federal District Court or the Federal District Court of Appeals serving your state are not legally binding. However, they do show how courts view evidence and the philosophies of various courts.

Each of the cases listed was selected to bring out a specific issue or point of law. If at all possible, similar cases that are binding on the officers should be used as well. General provisions of negligence tort law will be specific to the state. An instructor who is not an attorney will need guidance in developing a presentation and staying current.

Methodologies

Each module lists suggested methodologies, but a in Appendix B there are a number of factors that considered before adopting a methodology.

Analysis - Curriculum Content

As a result of your analysis you should have the information in written form:

1. How the learning objectives are to be converted into measurable performance objectives

2. How the instructional goals will be developed

3. Whether or not the objectives match the instructional goals. If not, what has to be done?

4. Whether the content matches to objectives; if not, what has to be done?

5. The qualification a legal instructor must meet; if not an attorney how this person to be kept up to date

6. The most effective instructional methodologies for teaching the content; are the instructors qualified to use these methodologies? If not, how will they be trained?

7. Who is responsible for coordinating inputs and decisions for each of the preceding areas?

8. The due dates for finalizing information in each of the preceding areas

SUMMARY OF EVALUATION DEVICES (CHAPTER 3)

There are two major evaluation methods: (1) paper and pencil testing; and (2) performance testing. Writing a test and writing a valid test are as different as writing a note that you will be late for dinner and writing a computer program. In both instances the latter is more complex and demanding. In writing a valid test or a computer program a well-thought-out plan is required before beginning. Expect to write, rewrite, check and rewrite some more. In both instances, if one small mistake is made the results that are wanted will not materialize.

Evaluation

Is there currently an evaluation process that evaluates the training at three distinct levels: learning in the classroom, the transfer of learning to the job, and if there has been improved job performance because of the learning? High test scores will show that they learned what was taught, but that doesn't mean that they will apply it on the job. If they do apply what was learned, has it eliminated or minimized the performance discrepancies originally identified? That is, does it reduce the overall collision rate or specific types of collisions?

Constructing A Test

Look at the objectives for each of the following areas: driving, patrol driving, responding to emergencies, and pursuit. Look at only the objectives for, say, patrol driving. If you were to give a test to determine if the students knew everything about patrol driving, what is the relative importance of each objective? Rank order them. Now, considering their importance, what percentage of the test should address each objective?

If objective B was rated as 25% then 25 of 100 questions should address objective B. If objective B is complex and you need to ask 40 questions rather than 25 then grade the questions individually so they will compose only 25% of the score. The reverse may be done if you need not ask so many questions. This may cause you more work in scoring a test but it is more defensible and it gives the school, the instructor, and the student more accurate feedback on how well the objectives are being achieved.

The test needs to be balanced in regard to the importance or criticality of the objectives. It also has to test the objectives completely. If the objectives are not thoroughly tested and the test is not balanced, it will not take school administrators and instructors very long to discover what it takes to pass the test. Students will minimize their efforts in those areas not being tested, even though they may be important.

The result is that the test is driving the curriculum, that is, it is influencing where the instructional emphasis is placed. This is wrong. The test should be determining if all aspects of the objective are being taught effectively. Developing a valid written or performance test is difficult, but it can and must be done.

Evaluating An Existing Test

Guidelines for evaluating an in-house paper and pencil test will be covered first. Initially the focus will be individual test items as a part of a test bank and not as a part of any test, and then the test as a whole. A test bank is a collection of test items or questions. They are classified by subject and by objective. A test is then constructed by selecting appropriate items or questions.

Agencies are encouraged to go beyond these suggestions in evaluating each item. Following the guidelines will not make a person a test expert. It will only make shortfalls more obvious. These deficiencies should be addressed either by attending an appropriate training or educational course, or by hiring an expert.

Does the evaluation method adequately test the acquisition of the knowledge and skills defined in the objectives? Broadly speaking, the correct sequence of instructional design is to (1) define the problem, (2) write the objectives, (3) develop a test that will verify that a student has achieved the objectives, and (4) develop the instruction that will allow the student to meet the objectives.

When the curriculum is developed before the test, the test often measures the student's acquisition of the instruction and not the achievement of the objectives. All too often the test items reflect something that was injected into the lecture to spur the motivation to learn, a little side fact that was brought out, or other things that were related to the subject but not related to the objective.

Paper And Pencil Test Bank

There are numerous rules for constructing test items that range from proper grammar and punctuation to logically or consistently sequencing alternatives in multiple choice items. There is no attempt to cover or even list all of these rules. Instead, the focus will be on things not normally covered in academic courses on testing and measurements. They are things that are critical for the defense of a test that can either deny a person employment or allow an unqualified person to be employed.

Each test item should be evaluated against the following criteria.

1.   The item or question must test the accomplishment of a specific objective. After the objective has been identified place the number or letter of the objective after the item or question. This will key each item or question to an objective for classification purposes.

2.   The wording must not be ambiguous or open to interpretation or based on circumstances not mentioned. Use caution in using the following phrases: "The most important task", or "The first thing that should be done." It is permissible if it is an accepted fact by all subject matter experts, and it is true under all circumstances. If it is true in only 99% of the cases, or it is a judgment call in real life, it is ambiguous.

3.   Each item or question must be followed by the correct answer.

4.   The source where the answer can be verified must be listed.

What Is Being Tested?

Generally speaking, test items or questions measure (1) the recall of simple facts such as names and symbols or a procedure, rule, principle or classification; (2) the ability to classify something, perform a procedure, use a rule, or predict something based on a principle, without any assistance; (3) the ability, with some specified aids, to do any of the things mentioned in (2).

Now compare each test item to the appropriate objective. Is it testing what the objective requires the student be able to do? If the objective requires the student to make a judgment and then arrive at a decision based on the evaluation of the circumstances, you can not test that with a true or false question. True and false questions test recall.

Evaluation

Tests have many purposes, including giving the student feedback as to how well he or she is doing. If the results are properly analyzed, tests also give the instructor feedback on how well the information is being comprehended. Tests, of themselves, are not always a true indicator of how well the instructor taught. Students, as a class, may score high for a number of reasons. One reason could be that there were a number of give-away questions: the answers were obvious.

Test items should be analyzed to determine their index of difficulty and discrimination. This will identify which questions are too easy, which questions are being answered incorrectly by a majority of students, and which questions are being answered correctly by more of the poorer performing students than by the better performers.

Performance Testing

The requirements of the test must be reasonable, and they must match the performance, condition and criteria mentioned in the objective. For example, if the objective calls for performance under normal conditions, you can not test the performance under sub-freezing conditions. If the performance requires the repair of a carburetor to factory condition, the student's ability to recognize a poorly performing carburetor can not be a requirement of the test.

What A Performance Test Should Consist Of

Earlier, in reviewing objectives, the question was asked, does the problem statement indicate that poor judgments and decision-making were a part of the problem? If so, there should be an objective addressing them. Now there is a need to test the student's ability to make good judgments and decisions.

Written tests that ask a student to respond with a true or false answer or select one of four multiple choice alternatives do not test the judgment and decision-making that is required in a driving situation. Driving exercises where the student is given specific directions as to what must be done tests psycho-motor skills, but they do test judgment and decision-making.

Individual Exercises

What objectives are the driving exercises addressing? Are all physical skills objectives being tested by performance exercises?

Rating An Exercise

Law enforcement driver training exercises must bear a direct relationship to essential job performance demands. Likewise, student performance evaluation must also bear a close relationship to the job requirements. For example, setting a given number of points for passing and then deducting points for cones that are hit is not realistic. In the real world if an officer has a collision, he has to stop and give assistance. If the officer is at fault, the officer would not be considered a competent driver. It would be better to lower the speed or change some other specification and require 100% performance. The precise level of performance would then not be open to interpretation.

Evaluating The Transfer Of Training

In evaluating the transfer of training to the job, frequent stories of how officers used the maneuvers taught to avoid collisions is not necessarily an indication that the training is effective. If the training was working to its highest potential, the officers should have been driving in such a manner that they did not have to resort to the maneuvers. A better indicator would be reduced collisions and indications that the officers did not have to resort to the maneuvers taught.

Evaluating Job Performance

If the training did transfer to the job, did it eliminate or minimize the problem? To what extent? Is the conclusion based on hard data? Did anything, other than the training, contribute to making the results more or less positive?

Feedback

Feedback from each of the three levels of evaluation mentioned is essential for course improvement. Feedback in the form of concrete data or other evidence is essential for credibility and support, especially if it involves a request for additional money, facilities, or time.

Analysis - Validating

As a result of your analysis you should have the following information in written form:

1. Are the current paper and pencil tests valid? If not, why not? Who is qualified to rewrite the items and the tests?

2. What means will be used to ensure that the and tests stay valid?

3. Will there be a test bank so the test will not be compromised by using the same questions time and time again?

4. How will the test results be analyzed to determine if the content is being taught and the test items are at the desired level of difficulty and discrimination?

5. Are the performance exercises testing all the skills at the level required by the objectives?

6. Is the method for scoring the performance exercises and setting the pass/fall score defensible as representing real world conditions and essential tasks?

7. Do the objectives call for the student to make judgments and decisions and do the exercises test this, or are they scripted so no judgments or decision-making is required?

8. Is what is taught actually used on the job as it is taught, modified to some extent, or not applied at all? If the knowledge and skills are not applied as taught, why not?

9. If the knowledge and skills are used on the job as they were taught, to what extent has the problem been minimized? If it has made no difference, why? What can be done to correct it?

10. Who is responsible for coordinating inputs and making final decisions for each of the previous areas

11. What are the due dates for finalizing information in each of the previous areas

SUMMARY OF FACILITIES (CHAPTER 4)

The information presented in Chapter 4 includes a number of considerations for temporary and permanent facilities as well as course management. Changes in technology between the time specifications were developed and now, local atmospheric conditions, topographical considerations, type of driving exercises used, whether the facility will be shared with fire fighters and ambulance

drivers, as well as other considerations makes it infeasible to do anything but mention what others have done or are considering.

Matching Exercises To Facilities

Are the facilities for hands-on training adequate? This should be assessed at two distinct levels. First, what are the immediate essential requirements? What should be considered in developing plans for a permanent facility? Since every organization is at different levels in the development of facilities, the following considerations are separated according to immediate needs and planning for a permanent facility.

If the facilities are not adequate, what are the deficiencies? Laying out exercises with cones in a parking lot is all right for teaching and developing a skill. The next step is to determine if the student can apply these skills in the job environment. Rather than taking the student on public roadways is there a set of roads that duplicates the job environment? The facilities should be large enough to develop skills and then demonstrate those skills in a working environment. If possible, the speeds for the exercises should be the same as the speeds required on the job. If this is not possible, then at least the same decision-making problems should be presented in the smaller facility.

There is a need to differentiate between a fun or interesting layout and a good teaching situation. A road rally course with lots of sharp turns and banks is challenging. However, the work environment of a municipal officer is a series of parallel streets with intersections and 90E turns. For highway patrol it is an irregular road layout with oncoming traffic.

Modification Of Exercises

Psychomotor skill can be developed at lower speeds by shortening distances. However, the level of perceptual skills and the psychological conditions will change. If the objectives call for judgments and decision-making, are the facilities adequate for this kind of activity? Is the facility large enough for training the number of students? Can the facility safely handle the volume and types of anticipated exercises? What is missing to meet the projected needs?

Specifications

If pursuit skills are to be taught, the facility must be able to handle the teaching and demonstration of pursuit skills, tactics, judgments, and decisions and not just high speed driving. If driving skills are to be demonstrated in conjunction with other skills such as responding to a burglary or holdup in progress, the facility will be different from that of purely a driving course. The realism of the training should be increased as much as possible. A situational village can be created by having a dispatch center, an emergency operations center, mock gas station, residence, a bar, and other common scenes.

Developing Support

If there is an intent to develop a dedicated facility, it is best to learn from those who have already developed one. Do not limit your inquires to just those organizations that have a facility similar to what is needed in your state. While they can give specific technical advice, others may be able to give advice on how to organize support. Because the cost of land and wages varies, and since the cost of construction increases after a facility is built, no one can give firm cost estimates.

Projecting A Time Table

Developing a time table is a must in order to sequence and coordinate the input, planning, and commitment of all kinds of people from legislators to community leaders to staff members.

Administrator's Responsibilities

Given the criticality of the problem, the performance discrepancy as determined by public image, civil suits, injuries to officers, lost time, cost of equipment repair, and other means of determination, what efforts have been made to mandate or convince people that good training is necessary and that it is affordable? Has hard data been developed on what it would cost to construct a facility and then to staff and maintain it? Are there statistics to show projected cost effectiveness of a new or improved driver training facility?

Based on the information developed in Steps 1, 2, and 3, develop information that includes economic loss due to time lost investigating collisions, for physical injuries sustained, and other factors. Would it show that the current training is not cost effective or would it be able to show that proposed changes would not be cost prohibitive?

Analysis - Facilities

As a result of your analysis you should have the following information in written form:

1. What exercises need to be practiced and tested; the number of students to be trained, and other factors; are the facilities adequate in terms of size, location, configuration, and safety?

2. What needs to be done for a temporary solution?

3. Are the facilities adequate for future needs? If not, when will the improvements be needed?

4. Who will develop a plan to generate local and state support for an adequate facility?

5.   Who should be contacted for guidance in developing a plan?

6.   Who is responsible for coordinating inputs and making final decisions for each of the previous areas?

7.   What are the due dates for finalizing information in each of the previous areas?

SUMMARY OF INSTRUCTOR QUALIFICATION PROCESSES (CHAPTER 5)

In the review of Chapter 2 the curriculum was evaluated in comparison to what is currently available to see what is needed. Some decisions on revising the curriculum were made. In Chapter 3 and 4 the same thing was done regarding evaluation devices and facilities. In this chapter some of the concerns should center on the operational decisions, activities, and practices associated with those who design or present the curriculum. The following are some of the questions that need to be answered.

Staff Qualifications

A critical component of the driver training process is the qualification of those responsible for ensuring the quality of training. The qualifications of those responsible for the design and development of the course, presentation of training and the evaluation of the students should meet a recognized standard.

Does the training staff meet any professionally recognized qualifications? How are people determined to be subject matter experts or are they dubbed "subject matter experts" because they are the best people available?

Subject Matter Experts

If you have not determined the qualifications of a subject matter expert (SME), create a set of specifications or develop a profile and see if it is applicable to all who are classified subject matter experts by your agency. For starters you might want to consider the qualifications of a forensic lab technician who developed or teaches a course on evidence. The lab technician has education and training that goes far beyond the level he is teaching. The actual tasks are performed daily. The task is performed at a higher level of proficiency than that expected of the students. On their own or through the organization there is a constant updating on the technological changes taking place in the field.

Instructor Qualifications

Are there any prerequisites for the selection of instructor candidates? Are these prerequisites realistic? That is, are they based on a defensible rationale or were they set arbitrarily? Is the instructor training course adequate in terms of addressing the instructor's duties and responsibilities for the content and

level of driver training? Does the administrative process identify only qualified instructors and ensure that only qualified instructors receive continued recognition?

Staff Supervision

What administrative controls are there to provide for constant and periodic review to ensure that the training addresses the performance discrepancy described, that the presentation is effective in changing driver performance, that the training does in fact improve the organization's performance, and that everything continues over an extended period of time as originally designed, unless approval for changes have been documented?

Staff Evaluation

There should be an evaluation of an instructor as a beginner and as a part of a periodic review. It must be carried out with objectivity and not as a mechanical or clerical administrative process. For example, determine if all the key parts are being covered. Do all the instructors use the same terminology? Is the language accurately conveying the information? That is, if an instructor should say "steer and brake" does it come out as "brake and steer?" In this instance the instructor could be programming the student for failure.

Supervision is even more critical if the designers, developers, and presenters of the driver training are not fully qualified.

Analysis - Instructor Qualification

As a result of your analysis you should have the following information in written form:

1. The qualifications for each staff position or responsibility: instructor, instructional designer and developer, testing specialist, instructional materials developer

2. Whether these requirements meet any recognized standards

3. What needs to be done to bring them up to an acceptable standard

4. What the requirements are for a person to be labeled a content- or subject-matter expert

5. Whether the requirements are the same for all subjects. If not, what are the differences and why?

6. The on-going process for evaluating instructors on the job and correcting deficiencies

7. Who is responsible for coordinating inputs and making final decisions for each of these areas?

8. The due dates for finalizing information in each of the previous areas

SUMMARY OF TERMINOLOGY (APPENDIX A)

Does the agency require the use of standardized terminology? Are the terms and definitions the same as those found in the appendix? Every agency and driving instructor within the state should be using the same terminology and definitions. It will help improve communications and it will help establish credibility for the training. Every effort should be made to eliminate local terminology that is not consistent.

Is the glossary in this appendix complete and organized to meet the organization's needs? If not, make the necessary changes. Publish and distribute copies to all those who will benefit from it. Encourage them not to deviate from the terminology and definitions unless they are authorized.

Analysis - Glossary

As a result of your analysis, you should have the following information in written form:

1. Which, if any, driving course terminology or definition listed is not acceptable. Why?

2. The means for deleting old terminology and definitions

3. The means for gaining acceptance for the new terminology and definitions

4. List the publications and documents that will be affected by changes

5. Who is responsible for coordinating inputs and making final decisions for each of these areas?

6. The due dates for finalizing information in each of the previous areas

SUMMARY OF APPENDIX B

INSTRUCTIONAL METHODOLOGIES A

LEARNING ACTIVITIES

What percentage of the current course is taught by lecture? Which parts should be taught by using something other than lecture? Are the instructors qualified to use the instructional methodologies and learning activities? If not, additional training should be provided. As mentioned in the appendix, instructors should avoid any teaching method or activity they are not comfortable doing. This may compromise the effectiveness of the training.

Analysis - Instructional Methodologies

As a result of your analysis you should have the following information in written form:

1. The percentage of the content taught by lecture

2. The percentage of instructors that are trained and qualified to use methodologies other than lecture

3. Any physical skills that are being taught solely or primarily by lecture

4. Who is responsible for coordinating inputs and making final decisions for each of these areas?

5. The due dates for finalizing information in each of the previous areas

SUMMARY OF EVALUATION DEVICES (CHAPTER 8)

There are 28 exercises in 7 categories: steering, backing, braking, parking, off road recovery, skid control, and turning. This is just a sampling of the many exercises that exist. These exercises may exist under different names. They may also exist as an exercise that incorporates a combination of these of these exercises. The most important thing is to have exercises, either these or others, that evaluate the skills in each of the seven categories.

There are no speeds given for these exercises because there are too many variables. First, there is the differences in vehicle stability. Each manufacturer's vehicles will perform differently due to size, weight distribution, suspension system, and whether it is a front or rear wheel drive.

Second, the standard-setting organization has to determine its own minimum acceptable level of performance. Will it be one standard for officers who patrol city streets and another for officers who

patrol freeways? Will the speed limits vary for different types of vehicles due to the difference in performance capabilities?
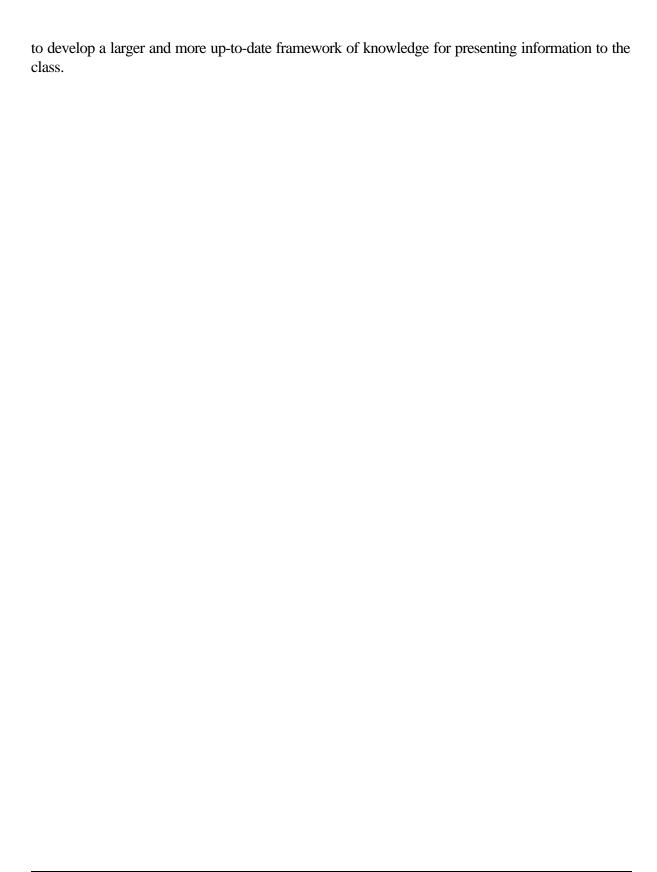
Analysis - Evaluation Devices

As a result of your analysis you should have the following information in written form:

1. Are the current exercises adequate? If not, why not and which ones have to be changed?

2. Do any of the exercises need to be changed to encompass different condition; i.e., night driving?

3. If one of the objectives is pursuit driving, do the exercises measure judgment and decision-making, or only the ability to handle high speed?

    What documentation is there to justify the dimensions and speed of the exercises? Do not rely on exercises used by other agencies. They may have not have done the necessary research or they might be outdated.

5. How are the exercises scored? Can the pass or fail score be justified? A passing score that is too high can be challenged because it may prevent a qualified person from gaining employment. A score that is too low can be challenged because it may result in approval of an incompetent driver.

6. How good is the rating instrument that is used? Is it so detailed that it overloads the instructor? Sometimes a rating instrument is too detailed and includes too many items that are not critical. In order to complete the form is the instructor's attention diverted from critical observations?

7. Are the instructors qualified to accurately and objectively rate students? The ability to rate a person is a different skill than being able to do the task and being able to instruct someone else to do it.

8. Do you have a performance rating form for each exercise? Is each form adequate or are there any other things to be evaluated? Can a universal form suffice?

9. Each exercise included in Chapter 8 has a unique evaluation form tailored to the exercise. However, trainers may wish to adopt a common form that can be utilized for ALL exercises. Some examples of a universal form can be found at the end of Chapter 8.

SUMMARY OF RESOURCES (APPENDIX C)

The material listed is not limited to materials used in classroom presentations. Some of the material is for instructor development. It can be used in instructor training courses. It can also be used for research

to develop a larger and more up-to-date framework of knowledge for presenting information to the class.

Review

Whatever its use, review a resource to determine if:

! it is current
! it conflicts with the methods and information being taught
! it conflicts with agency policy
! it conflicts with common practices
! the importance of the content justifies the time required to present an audiovisual aid or for a student to read the material

If the content is good but it does not justify the time required, consider what options are available. The following are just a few:

! Condense the article, chapter or book
! Show only a portion(s) of the film
! Incorporate the information in a lecture or visual aid

Establish A Resource Center

How many of the resources are on hand at a central or regional location for use as reference materials? These and other resources should be reviewed for applicability to the training process. Those that are of value should be purchased. People should be made aware of their availability and encouraged to use them. Plans should be made to review and add new materials as they become available.

A notation should accompany any film, book, or other material that is of general value but has some information that is contrary to state law, common policy, or common practice. This will relieve each instructor from researching an issue that is in doubt or from inadvertently including faulty information through an oversight. Users should also be encouraged to add their own discoveries to the notation.

Analysis - Resources

As a result of your analysis you should have the following information in written form:

1. A plan for reviewing the resources listed to see if they are applicable and worth the cost

2. A plan for purchasing those that are needed

3. How these resources will be made known and available to qualified users

4. Who is responsible for coordinating inputs and making final decisions for each of the previous areas

5. The due dates for finalizing information in each area

STEP 4 - PLANNING TO IMPLEMENT CHANGES

Implementation Plan

The current training process has been reviewed. It was compared to the information contained in the guidelines, the deficiencies have been identified and put into writing. The next step is to develop a plan for implementing the changes. In this plan, list what needs to be changed, the financial costs, who is responsible for supervising each revision, the sequence for implementing the changes, the completion date for implementation of each revision, and the person responsible for overall supervision of the project.

The person responsible for overall supervision needs to make sure that all of the pieces of documentation fit together. There will be fewer problems if everyone is aware of what is going on in all the other areas, if they know how their piece fits in, and if they are aware of the need to check with others to ensure that there are no duplications, voids, or conflicts.

How this is done is pretty much a matter of personal preference and past experiences. Development is not usually a sequence of activities that can be plotted on a simple chart. Several processes are started at one time. Some processes are developed to a certain point and stop, while others are developed to their completion. As things are developed new information may become available that will require previous work to be modified. Therefore there will be no attempt to suggest a methodology.

Building A Pyramid

Regardless of how the training process is revised, each component builds on a previous one. Starting with the foundation, these include:

- ! A statement or description of the problem
- ! What part of the problem training is to address
- ! What the responsibilities of the agencies are for completing the training and carrying out their other responsibilities for safe driving
- ! A statement of the purpose of the training and what it will accomplish
- ! A list of instructional goals
- ! A list of measurable performance objectives

- **!** Evaluation instruments for measuring the achievement of the objectives, the transfer of learning to the job, and the effect of the training on agency performance
- **!** The acquisition of adequate facilities and equipment
- **!** The development of the content
- **!** The development of instructional strategies, methods, and teaching aids
- **!** The development of instructor qualification to meet the course needs
- **!** A means for monitoring the process to ensure that it remains current

Documentation

You need to document the training you are providing. Complete and accurate documentation can serve a number of purposes. It can provide information to new staff members as well as refresh the memories of old staff members. It can be used in criminal or civil court cases to defend the training as being effective and valid. It can also be used to gain a commitment from law enforcement agencies and from the political community.

You can not expect support from others if you are unable to show cost effectiveness. The same information you need to identify the problem that needs to be addressed can also serve as a basis for comparison to show the effectiveness of the training.

Final Suggestions

In the analysis of a sampling of current driver training courses, no standardized terminology was found to exist in police training in general and driver training in particular. Many agencies had different definitions for some terms and several terms, although frequently used, were not defined. To ensure a more comprehensive understanding of this Guide, please read the Driver Training Glossary and the Glossary of Instructional Terminology in Appendix A before you begin your review.

Review the following chapters in whatever order seems to interest you the most. However, reviewing them in the sequence presented will probably be the most productive.

Feedback

This Law Enforcement Driver Training Reference Guide is the second edition to a document that IADLEST, with NHTSA support, published in 1989. Further revisions of this document will follow. It is important to have an idea of how useful this information is. Only you, the user, can provide that information. The improvement of future editions of this document will only be possible if you take the time to comment on the following questions.

! What changes, if any, do you plan to make as a result of evaluating your driver training process?

! Did you have any problem in following the directions or applying it to your set of circumstances?

! Is there anything you disagree with?

! What could have been done to make this document easier to use?

! Does your current driver training process include anything that was not mentioned, i.e., course content covering other topic areas?

!   What kind of documents would you like to see in the future?

Direct all comments to:

Earl Hardy
Highway Safety Specialist
National Highway Traffic Safety Administration
400 Seventh Street, S.W., NTS-13
Washington, D.C. 20590

Future Survey

Your input is needed to make this Guide a success. A survey will be conducted in the future to determine the impact this reference guide has had and how NHTSA can provide additional support. It will be advantageous to NHTSA and the users of this document, that the information gained from the survey be accurate. The survey will ask:

1. What revisions and changes to the driver training program have occured as a result of this Guide?

2. What was the time table for accomplishing these revisions?

3. As a standard-setting organization, what is being done to encourage law enforcement agencies to exceed these guidelines?

4. What has been done to encourage governmental agencies and interested organizations to provide the necessary funds to implement and maintain the necessary revisions?

5. What does the appropriate governmental agency plan to do to assist in meeting the identified needs?

6. The problems were encountered during the revision process and how they were solved?

7. Are other local and regional training facilities aware of this Guide and what they have done to implement changes?

8. What local and regional training facility directors have done to encourage support?

9. What updates or revisions should be made to the next edition of this Guide?